

*L.A. Jennings Building Remodel*

**An Honors Thesis (FCID 484)**

By

Emily Morrow

**Thesis Advisor**

Samuel Hurt



**Ball State University  
Muncie, Indiana**

May, 2014

**Expected Date of Graduation**

May 2014

SPC011  
Undergrad  
Thesis  
LD  
2489  
.Z4  
2014  
.M67

## Abstract

University residence halls have a significant impact upon the college student experience. The architectural and interior design of the residence hall can encourage students to be more socially involved, create a sense of community, and promote academic growth within the University. Therefore it is of utmost importance that Universities take these factors into consideration when designing or renovating residence hall facilities for their campus. Through literature review and an interview with Mr. Allen Hargrave, Associate Vice President for Student Affairs and Director of Housing and Residence Life at Ball State University, I analyze the important factors involved in residential hall design and utilize this evidence to design a full set of construction documents for the L.A. Jennings Building Remodel Project in New Castle, Indiana.

## Acknowledgements

I would like to thank my thesis advisor, Mr. Samuel Hurt, for all of his input and support throughout this process. I would also like to thank Mr. Allen Hargrave for his assistance and insight into residence life. Additionally, I would like to thank my parents for their love and encouragement throughout the thesis process and my four years of college. I know I could not have completed this thesis without help from all of them. Finally, I would like to thank God for His eternal love and the countless blessings He has given me in life both now and in the future.

## Table of Contents

Introduction .....	Pg.1
Methodology .....	Pg.2-3
Literature Review .....	Pg.4-7
Outcome/Supplemental .....	Pg.7
Artist Statement .....	Pg.9-10
Conclusion .....	Pg.11
Works Cited .....	Pg.12

## Introduction

University residence halls have a significant impact upon the college student experience. The architectural and interior design of the residence hall can encourage students to be more socially involved, create a sense of community, and promote academic growth within the University. Therefore it is of utmost importance that Universities take these factors into consideration when designing or renovating residence hall facilities for their campus.

Having interned with Indiana University's interior design department during the summer of 2013, I developed a strong interest in University interior design and residence hall design in particular. In order to better understand process of designing a residential hall on University campus, I have chosen to renovate an existing facility and repurpose it into a residence hall using evidence-based design (EBD). "Evidence-based design is when decisions about physical space are based on research and data" (Whitemyer 2010).

## Methodology

The hypothetical “client” for this project is Mr. Samuel Hurt, Principal at The Engineering Collaborative and Principal at SHurt Lighting Design, who is also serving as advisor for this honors thesis project.

The facility chosen for this project by the client is the L.A. Jennings Building located at 1329-1337 Broad Street in New Castle, Indiana 47362. The build consists of three floors with a basement. It was built in the late 1880s and most recently was used until 1980 as an office facility on the first floor with apartments above (See Figures 1 and 2 below).

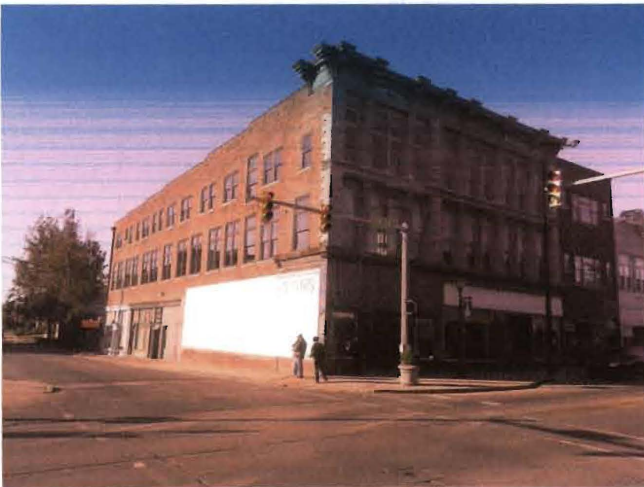


Figure 1: L.A. Jennings Building South Exterior



Figure 2: L.A. Jennings Building North Exterior

To understand what is necessary to design a successful residence hall for this project, I conducted a literature review of past residence hall designs, as well as met with Mr. Allen Hargrave, Associate Vice President for Student Affairs and Director of Housing and Residence Life at Ball State University, on February 24, 2014 at 3:00 p.m. Code research

was also conducted to ensure the building design meets all necessary codes and regulations.

## Literature Review

University residence halls have the power to either enhance or diminish a college student's University experience. Because of this, it is of extreme importance that the design of these facilities is based on research and data of past successful residence hall design and related information. The three main factors to consider when designing a residence hall are personal space, social interaction, and availability to campus resources.

Personal space is defined as, "an area with invisible boundaries surrounding a person's body into which others should not intrude" (Sommer 1969). Often when students come to a University for the first time, they are not used to cohabitating with another person and therefore must develop their sense of personal space within the residence hall environment. Having to share a space with another student can lead to feelings of territoriality, a behavior in which one experiences a sense of ownership of a space and competes for dominance over this space (Tedesco, Fromme 1974). With this in consideration, it is important for the residence hall designer to employ the theories of proxemics, "the study of the nature, degree, and effect of the spatial separation individuals naturally maintain and of how this separation relates to environmental and cultural factors," when designing the residence hall dorm rooms (Merriam-Webster Online 2014). The probability of territorial behavior is increased when the dorm room layout is not symmetrical. Having a rectangular room with a line of symmetry down the middle helps ensure each student is allotted identical amounts of space that they can personalize and define as their own. Personalization serves to, "reflect or reinforce the occupant's own sense of identity...and is a way of demonstrating to others that the space is occupied by a particular person" (Becker 1980). Additionally, personalization allows students to make

their space feel more intimate and less institutional, increasing their comfort level within their living environment. It is also important to make all dorm rooms a unified size and classify different sized rooms separately to ensure that all students are given the same priority and no students are given preferential treatment.

The second factor that should be stressed when designing a residence hall facility is social interaction. Students spend roughly seventy percent of their time in their residence hall. (Brandon, Hurt 2008). It has been found that, “social interaction with other students helps students process the information they learn in class and to share it with other students while building strong social relationships” (Brandon, Hurt 2008). Promoting social interaction within the residence hall both advances academic achievement within the University, as well as helps students develop a sense of community. “Providing an environment to facilitate active learning and development of social skills creates a depth of understanding that passive observation cannot replicate” (Stimpson 1994). Furthermore, “research by Dr. Rockman, a University vice president of student affairs, has shown that “students who live on campus tend to have higher grade point averages and graduate sooner than those who do not live on campus” (Oguntoyinbo 2011). Residence halls provide students with, “an outlet to discuss academic and social subjects with their peers,” creating a natural living-learning community (Rutledge 2012). Regarding residence hall layout, studies have shown that students living in a suite-style residence hall experienced, “23% fewer opportunities for social interaction than residents of a traditional style (two people to a room) residence hall...they liken the suite-style design to a hotel. Whereas in a traditional style residence hall there is a sense of interaction with open door activity, this interaction is perceived as ‘invasion’ in the suite-



style residence hall” (Brandon, Hurt 2008). Additionally, “young students require opportunities for incidental socialization in order to explore their social identity” (Oe, Williams 1975). Following these principles leads to employing the traditional style layout to best encourage social interaction between students.

Common spaces are another major method through which to encourage social interaction. “Multiple common spaces will promote increased social interaction” (Terenzini, Pascarella, Blimling 1996). Godshall (2000), a member of the American Institute of Architects (AIA), “suggests creating nooks in hallways along a strong circulation path. These nooks and crannies encourage students to stop and chat in the hallways instead of just waving to each other and continuing walking” (Rutledge 2012). Lounges also provide a multi-functioning space for students to gather and interact.

Designers can also affect the flow of traffic within the facility to promote social interaction between students. By creating one main entry point within the facility, the frequency of interaction between students increases significantly (Rutledge 2012). Designers should be sure to avoid excessively long corridors because studies have shown this to, “decrease the positive correlation between traffic patterns of the building and resident socialization” (Oe, Williams 1975).

A survey done by student housing researchers Li, Sheely, and Whalen (2005) has shown that, “the availability of campus resources, especially dining hall location, along with support and leadership opportunities, are major reasons students decided to live on campus.” By encompassing a variety of resources within the facility itself, as well as in close proximity, residence hall designers can help ensure the satisfaction of the students

living there. Having access to such resources as food, academic supplies, study areas, and laundry facilities greatly influences student retention rates in residence halls.

University residence halls have a large impact on student interaction, community, and overall success at the University. Knowing about the factors of personal space, social interaction, and availability to campus resources allows designers to create a design solution that best meets the students' and University needs. University designers can utilize this information to promote evidence-based design within University residence halls.

## Outcome/Supplemental

The final result of this thesis project is a full set of construction documents for the L.A.

Jennings Building Remodel Project. This includes:

- Life Safety Plans
- Floor Plans (Including Plumbing)
- Reflected Ceiling Plans (Including HVAC)
- Furnishing and Finish Plans
- Room Finish Schedules
- Door Schedule
- Elevations
- Power Plans
- Lighting Plans

**\*Please see included supplemental flash drive for PDF files of the construction document set.**

## Artist Statement

Utilizing information gathered through literature and design suggestions from my interview with Mr. Allen Hargrave I developed a layout and design for a proposed residence hall facility in New Castle, Indiana. The first floor will be used for dining, retail, a faculty apartment, and offices, and the second and third floors will be used for housing. Secure card reader access to the second and third floors allows only students of that residence hall to enter. The residence hall can house sixty-three students. Facility design focuses on the factors of personal space, social interaction, and availability to campus resources, which I found to play a significant role in my research.

To incorporate the concept of personal space, I have allocated three equal-sized room types throughout the two floors of housing. These include: single, double, and ultra-double rooms. Disregarding two rooms by the main stairwell, all rooms of each category are of equal size, eliminating any preferential treatment that may occur. Additionally, rooms are of a rectangular shape to allow a line of symmetry to be drawn within the space, decreasing the likelihood of territorial behavior by students.

By featuring a common lounge space near the main stairwell on each floor, student interaction will be significantly increased. It provides a multi-functionary space for students to study, converse, and entertain themselves. Additionally, toward the north end of the top two floors, there is an informal meeting area that allows more casual and spontaneous interactions between students. The traffic pattern within the space centers around the large light well in the middle of the building. Studies on the benefits of natural light have shown that it improves productivity rate as well as positively affects people's moods. Having the traffic pattern centered around this source of natural light, as well as

implementing short hallways throughout the facility, encourages student interact as they pass each other in the hallway.

In order to create a more satisfactory environment, I have chosen to incorporate a variety of valuable amenities. I have dedicated most of the first floor to a dining facility and retail businesses. The full service dining facility is located in the north central area of the first floor. As one enters to reach the dining hall, one will pass the University bookstore that offers a variety of supplies that students need. Additionally, there is rentable retail space in the west third of the first floor facility for an outside company to promote their business to students. On the east side of the first floor, below the residence hall entrance, is a residential hall reception office where they can take care of all students' needs regarding the residence hall. Additionally when students enter this space they can easily collect their mail at the student mailbox area. There are also two study rooms near the mail area providing students a space for group meetings, presentations, etc. On the second floor of the residence hall, there is a large laundry facility that allows students to conveniently do laundry without leaving having to leave the building. Lastly, as a benefit to the University, there is housing provided for a guest faculty member on the first floor.

## Conclusion

Through this experience I have discovered the immense impact that I as a prospective University interior designer can have upon University students through residence hall design. By studying human behavior, as well as past examples of successful University residence hall design, one can build upon the evidence gained to create a more successful design solution that promotes learning, social interaction, and satisfactory living conditions. I plan to use this experience and the information I have gained in my future career as a commercial interior designer.

## Works Cited

- Becker, F. (1980). The effects of different types of student involvement in dormitory design over time. *Housing and society*, 7, 4-19.
- Brandon, A., & Hirt, J. (2008). Where you live influences who you know: differences in student interaction based on residence hall design. *The journal of college and university student housing*, 35, 62-79.
- Godshall, R. (2000). Creating communities: modern residence halls should foster collegiality, communication, interaction, and a unique sense of place. *AS&U*, 150-155.
- Li, Y., II, M. S., & Whalen, D. (2005). Contributors to residence hall student retention: why do students choose to leave or stay?. *Journal of college and university student housing*, 33, 28-36.
- Oe, H., & Williams, R., (1975). Childhood Antecedents Of Adult Sense Of Belonging. *Journal of Clinical Psychology*, 58, 793-801.
- Oguntoyinbo, L. Hall sweet home. *Diverse: issue in higher education*, 27, 8-10.
- Proxemics. 2014. In *Merriam-Webster.com*. Retrieved April 30, 2014 from <http://www.merriam-webster.com/dictionary/proxemics>
- Rutledge, K. (2012). The influence of residence hall design on college students' grade point averages, on-campus involvement, and sense of community. *Honors thesis*. Paper 60.
- Sommer, R. (1969). *Personal space; the behavioral basis of design*. Englewood Cliffs, N.J.: Prentice-Hall.
- Stimpson, R. (1994). Creating a context for educational success. *Realizing the educational potential of residence halls*, 53-69.
- Tedesco, J., & Fromme, D. (1974). Cooperation, competition, and personal space. *Sociometry*, 37, 116-121. Retrieved April 30, 2014, from the JSTOR database.
- Terenzini, P.T., Pascarella, E.T., & Blimling, G. (1996). Students out of class experiences and their influence on learning and cognitive development (a literature review). *Journal of college student development*, 37, 149-162.
- Whitemyer, D. (2010, May 13). The future of evidence-based design. *Design practice/theory publications : IIDA*. Retrieved April 30, 2014, from <http://www.iida.org/content.cfm/the-future-of-evidence-based-design>